Inspection report

Organisation name	British Study Centres London Central
Inspection date	21–23 March 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses identified in W12 and C6 have been addressed.

Summary statement

The British Council inspected and accredited British Study Centres London Central in March 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+).

Strengths were noted in the areas of staff management, quality assurance, academic staff profile, academic management, course design, and care of students.

The inspection report stated that the organisation met the standards of the Scheme.

Organisation profile

Inspection history	Dates/details
First inspection	August 2004
Last full inspection	May 2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	West London College: vocational and degree courses
Other related accredited schools/centres/affiliates	British Study Centres (BSC) Brighton, Edinburgh (formerly Edinburgh Language Centre), London Hampstead (formerly Hampstead School of English), Manchester (formerly Manchester Academy of English), Oxford, York (formerly English Language Centre York), Young Learners, and English Studio London (the latter not part of the BSC group).
Other related non-accredited schools/centres/affiliates	English Studio Dublin

Private sector

Date of foundation	1991
Ownership	British Study Centres School of English Ltd Company number: 04331708 British Study Centres School of English Ltd is part of the BSC Group Ltd.
Other accreditation/inspection	QAA

Premises profile

Address of main site	23 Bloomsbury Square, London WC1A 2PJ
Details of any additional sites in use at the time of the inspection	19 Bloomsbury Square 12 Bloomsbury Square
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	British Study Centres London uses three properties on Bloomsbury Square. The main building at 23 Bloomsbury Square consists of six floors (including a mezzanine) containing eight classrooms, one of which is a computer room, a staffroom, a café, offices and a rear courtyard. Five of the rooms are currently used by West London College. The building at 19 Bloomsbury Square consists of five floors containing 11 classrooms, one of which is designated as a study centre, a staffroom and a rear garden. Two rooms at 12 Bloomsbury Square are hired when required.

Student profile	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	127	230
Full-time ELT (15+ hours per week) aged 16–17 years	2	20
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	**129**	**250**

Advertised minimum age	16	16
Actual minimum age	16	16
Advertised maximum age	N/a	N/a
Actual maximum age	18+	18+
Typical age range	16–60	16–60
Typical length of stay	6 weeks	6 weeks
Predominant nationalities	Italian, French, Swiss	Italian, French, Swiss
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	41	75

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	24
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT 10–19 hours a week	3	
Number teaching ELT under 10 hours a week	2	
Number of academic managers for eligible ELT courses	3	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	3
Comments	
The three members of the academic management team are not scheduled to teach.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	6
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	14
Comments	
An additional two TEFLQ teachers were not timetabled but were available to provide cover if required.	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☒	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
The school offers year-round courses in general English for adults. Courses are either 16.6, 20.8 or 25.0 hours per week. The courses of 20.8 and 25.0 hours include afternoon lessons in grammar and writing or vocabulary development. IELTS preparation courses, one-to-one courses and business English options are also offered. Students aged 16 and 17 are enrolled on adult courses. Teacher refresher courses, which include language development, have been run in the last 12 months.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	20	0
Private home	0	0
Home tuition	N/a	N/a
Residential	24	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	25	0
Arranged by student/family/guardian		
Staying with own family	0	2
Staying in privately rented rooms/flats	58	0
Overall totals adults/under 18s	127	2
Overall total adults + under 18s	129	

Introduction

British Study Centres London Central is part of the British Study Centres (BSC) and Experience English (EE) group of schools, under the ultimate ownership of the Real Experience Group (RealXP). The new group is being formed by the integration of BSC schools in London Central, Brighton and Oxford with former EE schools in York, Manchester, Edinburgh and London Hampstead, and BSC and EE summer schools for juniors. All of these schools have separate accreditation. The process of integration began in April 2016 and is to be concluded with the formal transfer of shares, the target for which is late April or early May 2017.

At the same time as the merger was planned, it was decided to move BSC London to new premises in the

Bloomsbury area of London. This was largely the result of an increase in rental costs at the previous location in Marylebone and the planned closure of West London College (WLC), a partner organisation of BSC running degree and vocational courses and sharing the same premises as BSC. The move to the new premises took place in December 2016.

BSC London Central specialises in adult courses. A small number of 16 and 17 year-olds are enrolled on adult courses. The school continues to run the same programme of general English courses and IELTS preparation courses that it ran before the integration. Other examination preparation courses and teacher training courses leading to a recognised teaching qualification are no longer offered by BSC London Central but are offered at BSC London Hampstead instead. Although WLC is no longer recruiting students, they are using five rooms in the new building in Bloomsbury so that students of WLC who had enrolled on year-long courses can complete their programmes.

The inspection took place over two and a half days. The inspectors talked to the school director, the academic director, the course manager, the senior teacher, the head of student services, the student services officer, the facilities manager, the welfare officer, the accommodation officer and the café manager. All teachers teaching on the days of the inspection were observed. Two focus groups were held with students and one focus group with teachers. One inspector visited two homestays and a shared student house.

A separate inspection of the BSC Head Office in London took place immediately after the BSC London Central inspection.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☐	☒	
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☒	☒	

Comments
M2 There is a clear internal structure for the school and for the group, represented in various organograms. Lines of reporting are clear and arrangements to ensure cover and continuity of the operation are good.

M3 Job descriptions are accurate and have been reviewed and amended in line with operational changes. Most of the job descriptions are dated, but not all.
M4 Communication channels are clear both informally on a day-to-day basis and formally through scheduled meetings. There are weekly meetings of the administration team looking at general and specific areas of student services such as student feedback, student numbers and operational issues. There are weekly teacher meetings alternating between administration and in-service training and development. There is extensive communication with the head office at strategic management level and operationally with other schools as required. These meetings use different formats as appropriate, for example face-to-face, email or online conferencing, and action to be taken is recorded. The school director meets the managing director formally once a week.
M5 Contracts are open-ended and hourly-paid with a minimum number of stated hours. Disciplinary and capability policies and procedures are in place. References are now routinely requested and include questions about

suitability to work with under 18s. There is an extensive range of policies to support the legal rights and develop the well-being of all the staff. Disciplinary and capability procedures are clearly described. Inspectors were told of one incident of unsatisfactory performance where firm but sensitive action had been taken involving the use of a *Personal Improvement Plan* as a stage before the use of disciplinary action.

M7 Induction notes and procedures are generally appropriate to the type of employee. There is a checklist for the person conducting the induction, but a completed copy is not given to the employee. The checklist is well designed, but does not include a box for awareness of safeguarding and procedures for dealing with under 18s.

M8 Monitoring and appraising staff is integral to the school's culture. Staff are monitored directly by their line managers and through feedback from students. Annual appraisal forms, adapted to either academic or administration roles, are well designed and cover all aspects of the employee's role. Targets and areas for improvement are set. Completed forms are kept in the development file of each employee. Managers use the information from the appraisals to inform and guide development policies and activities within the school.

M9 There is a robust policy for continuing professional development (CPD). In addition to direct work-related training there are opportunities for professional development through in-house and external events. CPD is guided by and linked to appraisals and observations. Financial support is available to upgrade qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☒	
M12 Enrolment procedures	☐	☒	☐	☒	
M13 Contact details	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☒	

Comments

M10 The front office administration staff were seen to be very efficient and courteous; they set a very positive and welcoming atmosphere for people arriving at the school. They are sufficient in number to handle the volume of work and extra staff can be used if necessary at busy times. Effective cross-training ensures they can cover for each other at all times. The computer system currently in use is adequate for their needs, although as part of the merger a possible move to a new group-wide system is being investigated.

M11 Information given to students is appropriate. Students also have access to the *MyBSC* e-Learning platform as soon as they enrol, which provides study and welfare advice and language practice exercises.

M12 Bookings and enrolments are processed at the school. Staff handle any requests for cancellations and refunds sensitively and in line with the terms and conditions.

M13 All the sampled files showed that emergency contact details had been gathered. Remote access to this information is available through the person with the emergency phone. The school reported that some agents are reluctant to give this information beforehand. All students are therefore asked for this information on arrival. The school is considering establishing emergency contact details as a mandatory field on the database.

M14 The attendance policy is made clear in notices in every classroom, in the *BSC Pocketpal,* a brief centre-specific student handbook, and in the student agreement, which is talked through at induction. There are appropriate levels of sanction. Evidence was seen of attendance being monitored and action taken, including verbal and written warnings.

M15 There is information in the terms and conditions. The *BSC Pocketpal* and *MyBSC* have information on expulsion in case of abusive behaviour and persistent non-attendance.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☒	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☒	☒	
M20 Complaints and action	☐	☒	☐	☒	☐

Comments

M16 All points have been addressed. The action plan of points to be addressed is actively used by the school's management team and the head office as part of their review and planning process.

M17 In addition to the action plan, a detailed school development plan is used to review and define policies and procedures within the school (and in line with group development). It includes all management and administration staff and covers all operational areas: academic, accommodation, administration, café, marketing, premises, safeguarding, social programme, staffing, technology and teacher training. For each area consideration is given to: intended impact, leadership and support, budget, timescale and evaluation.

M18 All students are given a printed questionnaire on their first day. Completed forms are shown to relevant staff and, where necessary, acted upon immediately. During the course student satisfaction is monitored at tutorials by teachers and academic managers, and through other devices such as mid-term questionnaires and focus groups. At the end of their course students complete an electronic questionnaire covering all aspects of their experience. Results are collated, analysed and disseminated to appropriate staff. They are also used in the production of the *School Development Plan* and in appraisals.

M19 Feedback from staff is gathered at the weekly teachers' meetings and at appraisals. During this period of transition to a new group identity as well as new premises, consultation with staff is seen as particularly important. A document has been produced specifically identifying the points emerging from the appraisals. Teachers in the focus group commented very positively on this aspect of their management.

M20 The complaints policy is clear and accessible. There is a logical escalation including access to outside bodies. A complaints log is kept and examples of complaints being dealt with appropriately were seen.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☐	☒	☒	☒	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☐	☒	N/a	☒	
M25 Costs	☐	☒	☐	☐	
M26 Accommodation	☐	☒	☐	☒	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☒	☐

Comments

The publicity materials consist of a printed brochure for the adult courses, accompanied by a separate fees and dates brochure. There are two websites available: www.british-study.com and www.experienceenglish.com. Both websites are linked to each other and the intention is to combine them into a single website under the BSC SoE banner. There is also use of social media.

M21 The BSC website is available in English and five other languages. The main texts and terms and conditions are translated.

M22 Information in both the website and the printed brochures is very clear and accessible. An accurate representation of the facilities and services that will inform the student's overall experience is given in an uncomplicated format. The BSC website and brochure gives accurate information on nationality statistics and the average age. The website nationality statistics are updated every month; the brochure statistics are based on the previous year.

M24 The minimum age for the London Central school is not given in the 'key facts' section of their brochure page, but is clearly stated elsewhere in the brochure and on the website.

M26 The fact that some of the homestay accommodation is provided through agencies is clearly stated in the brochure. However, this information was not easy to find on the website. This was rectified during the course of the head office visit.

M29 This criterion is met. The version of the Accreditation Scheme marque used on the website is the correct one. On some of the printed brochures the marque used is 'for the teaching of English' rather than 'for the teaching of English in the UK.' The missing phrase is being added in future print-runs.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates effectively for the benefit of students and staff, in accordance with its publicity. At this time of change and development for the school, the management team is clearly committed to maintaining and developing standards

and is especially responsive to the needs and opinions of staff and students. *Staff management* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☐	☐	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R1 The premises are in an attractive and accessible location. They are adequate in size and number. The main building at number 23 is temporarily hosting WLC students who have the use of five of the eight classrooms. Most of these rooms will be available to BSC by the summer and this will improve the usage and comfort of the building for the BSC students. It will also allow the reconfiguration of rooms in both number 23 and number 19. The two hired rooms used at number 12 are spacious and comfortable.

R2 The premises are in a very good state of repair, decoration and cleanliness. There are regular daily cleans. The full-time facilities manager is able to respond quickly to any repair needs.

R3 The rooms are suitably lit and heated. There are sufficient rooms for the classes which have the maximum number of students. Furniture arrangements are flexible and allow for different interaction patterns.

R4 There is a very good café run by the school in the lower ground floor area of number 23. It serves good quality hot and cold drinks and snacks and has sufficient space for students to sit and relax. There are many shops and cafés in the immediate vicinity and students are able to bring in their own food. Vending machines are also available in both main buildings.

R6 The teachers' room is located on the top floor of number 23. It is spacious and provides desk and workspace for all teachers, as well as shelves, cupboards and storage space. It is used for meetings. Its only drawback, according to teachers and managers, is its location at the top of the building, which means it takes time to get to reach. Moreover, it is not possible to take a photocopier up the narrow stairs in the top half of the building, so teachers have to use copiers on the lower floors. There are plans for improvements after the WLC leaves later in the year.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☒	☒	
R9 Educational technology	☐	☒	☐	☐	
R10 Self-access facilities	☐	☒	☐	☒	☐
R11 Library/self-access guidance	☐	☒	☐	☐	☐
R12 Review and development	☐	☒	☐	☒	

Comments

R7 Learning materials for students are appropriate for the courses offered. They include coursebooks and supplementary materials. Further support materials for the learners are provided by the teachers.

R8 There is a very wide range of teaching and learning materials in the teachers' room. They are clearly and attractively presented, and are extremely well organised by the senior teacher, a member of the academic management team who has specific responsibility for maintaining and developing resources. They provide support materials for the coursebooks used in the general English classes and for all components of the teaching programme, including worksheets and activities related to out-of-class visits. There is a good range of methodology books for teachers. Teachers have the use of two photocopiers, which are temporarily located four floors below the teachers' room. There are plans for a reconfiguration of the rooms once the WLC student have finished their programmes which will make the photocopiers more accessible.

R10 There is a study centre at number 19. It can be used as a classroom, but is generally available for quiet study and self-access in the afternoon. It contains useful reference books, computers and graded readers (which can be borrowed). A member of the teaching staff is designated as the librarian and is usually available at appropriate times.

R12 Resources are regularly reviewed at academic management meetings.

Resources and environment summary

The provision meets the section standard. The new premises provide a professional environment for students and teachers in an attractive location. The learning resources and environment support and enhance the studies of students enrolled with the provider.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☒	☒	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T2 The academic team in the week of the inspection consisted of nine TEFLQ members of staff (including the three non-timetabled academic managers) and eight TEFLI members of staff. Two TEFLQ teachers were not timetabled in the week of the inspection but were deployed on non-teaching tasks and available for cover. A ratio of more than 50 per cent TEFLQ academic staff is typical throughout the year.

T4 The academic management team consists of three TEFLQ members: the academic director, the course manager and the senior teacher. They have considerable experience in academic management. All three have clearly defined full-time roles. The academic director has overall responsibility for maintaining standards of teaching and academic support to students and teachers at all times. The course manager is responsible for all aspects of the placement and progress of students. The senior teacher has specific responsibility for looking after all teaching and learning resources. They meet regularly and are able to cover and support each other.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☒	☒	
T9 Continuous enrolment	☐	☒	☒	☒	☐
T10 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T8 Cover is provided by the three members of the academic management team who are not routinely deployed on the timetable and by contracted teachers who are not currently teaching their full number of lessons. In extreme circumstances classes can be merged, but only if the class maximum is not exceeded. There is a useful induction checklist available for all cover teachers.

T9 Continuous enrolment is managed well. The school operates a Tuesday to Monday weekly scheme of work. New students join their class on Monday afternoon or Tuesday morning. This gives them the opportunity to be thoroughly tested, interviewed and inducted into the use of the *Learning Diary,* which identifies the individual needs of the new students and is a core feature of the learning programme. The use of a coursebook over a 12-week term provides a structure that enables teachers to integrate new students while at the same time addressing their specific needs.

T10 CPD opportunities consist primarily of regular in-service training sessions held every other week on Friday

afternoon. Attendance by teachers is expected and paid for. Topics are wide ranging, and cover teachers' requests, outside speakers, areas noted in observations and, four times a year, administrative issues. Notes are normally kept for access afterwards. Records were seen going back to 2009. External events, including webinars, are advertised. Teachers are encouraged to take further qualifications and financial support packages are available to help them.

T11 All teachers have formal observations by a TEFLQ member of the academic management team at least once a year. Thorough and constructive notes are shared with the teacher and targets are set where relevant. The academic director also conducts ten-minute 'walk-through' observations of all classes, which help to reveal the needs of the teaching team and provide ideas for the in-service training sessions. New teachers are observed in their first week. These procedures, together with careful analysis of student feedback and daily contact with the teachers, means that unsatisfactory performance can be identified.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☐	☒	
T14 Course outlines and outcomes	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T12 General English courses are based around a coursebook, which provides a scheme of work for a 12-week 'term'. The coursebook is intended to be used in conjunction with the *Learning Diary*, which is regarded as the main driver of the course structure. Guidance on delivering the course and using the *Learning Diary* is given in the teacher handbook and in the individual class files. The option classes have separate curriculum notes in addition to the guidance given in the teacher handbook.
T13 Course design is regularly reviewed by the academic management team.
T14 Weekly plans with intended outcomes are posted on classroom walls.
T15 The *Learning Diary* is used to ensure students are developing appropriate individual learning strategies in line with school policy. For example, there is a correction code printed on each 'homework' page of the *Learning Diary*. A member of the academic management team monitors the use of them by sampling four diaries every week and tracking contents against the *Learning Diary* policy. Support for study strategies is also provided through the in-house virtual learning environment (*MyBSC*) which includes material to use before arrival and for three months after the course.
T16 The academic management team believes in ensuring that students use opportunities to develop their language skills outside the classroom. The *Learning Diary* is used to encourage this. Within the curriculum the outside environment is used as a learning resource with class visits to places such as the Science Museum, Wellcome Collection and Borough Market. The visits involve language preparation, presentations and follow-up exercises. In several of the observed lessons reference was made to local areas and events as source material.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☒	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	☐
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☐	☒	☐
T22 Information on UK education	☐	☒	☐	☐	☐

Comments

T17 There is a thorough system in place on the first day to ensure the students are not only correctly placed but are also inducted into the way in which their learning needs will be addressed. The placement test includes grammar and writing components, as well as an oral interview and a simple needs analysis. The use of the *Learning Diary* and the importance of goal-setting is explained as part of the placement process. Checks are made on subsequent days to ensure students are in the right classes.
T18 The provider has a clear commitment to guiding and monitoring learner progress. The course manager (a member of the academic management team) has specific responsibility for learner progress and is able to provide

continuity and oversight of the learner journey from placement to exit. She monitors the use of the *Learning Diary* and provides support for teachers in how to use it with their students. For longer-stay students, formal tutorials take place every six weeks. Shorter stay students have a tutorial before they leave. Tutorial cards are submitted to the academic management team and checked and monitored by the course manager. The academic management team believe that this approach to monitoring progress is more effective than frequent testing.

T21 A report and certificate, including the exit level and a brief explanation of the Common European Framework of Reference (CEFR) levels, is issued to all students provided they have attended at least 85 per cent of their classes.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	All
Comments	
None.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 Teachers generally produced accurate models of spoken and written English, although often focusing more on individual words and sounds rather than connected speech. Weak and contracted forms were not sufficiently highlighted in some instances. On occasions at more advanced levels nuances of meaning were not adequately explained.

T24 The content of the lessons was appropriate to the student profile and the learning needs of the groups. Topics were relevant and interesting. Students were not always sufficiently challenged.

T25 Weekly lesson plans with aims and activities were posted on the classroom walls. The use of the *Learning Diary* as a means of making learning outcomes known to the students was not always evident in the observed segments.

T26 There was evidence of a range of effective techniques, such as elicitation and questioning. In several cases teachers did not check whether all students had understood, especially the weaker and quieter students. In the observed segments there was limited evidence of moving from identification and analysis of language to active production.

T27 In general, classes were managed well with good control of a range of resources and materials. Whiteboards were used appropriately, although opportunities to use layout and colour to support clarification were often missed.

T28 In the stronger segments feedback to students was evident with correct usage being confirmed and a variety of error correction techniques being used. In some of the weaker segments important opportunities for correcting or collecting errors in the target language were missed.

T29 Evaluation of learning took place mainly when the teacher was monitoring pairwork or groupwork.

T30 There were high levels of purposeful student talking and engagement in all lessons. The pace of lessons was good and there was a friendly, co-operative and communicative atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good with the majority being satisfactory. Teachers demonstrated a sound knowledge of linguistic systems and planned appropriate lessons with relevant aims. Practice and production of connected speech was not very evident. Teaching techniques were generally satisfactory with the use of a range of resources, but whiteboards were sometimes not used effectively and some teachers did not fully involve all the students. The majority of the classes were well managed and there was a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The qualification profile of the academic management team and the teachers is very good. Teachers are given very good levels of support to ensure that their teaching meets the needs of their students. Programmes of learning are well designed and there is a strong emphasis on monitoring and guiding the progress of the learners. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management* and *Course design* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☐	☐	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 Provision for the safety and security of students is very good. There is coded key entry to the buildings, and outside CCTV at no. 23, overseen from the student services office. Visitors and any students aged under 18 sign in and out. There is a clear and relevant health and safety policy managed by the full-time facilities manager, and a full, up-to-date general and fire risk assessment for the new premises. Fire safety equipment and procedures are regularly tested. There are trained fire marshals and ten staff trained as first aiders. Electrical testing is up to date. The induction procedure for new students includes practice crossing the road between the two main premises and the fire evacuation procedure.

W2 The induction procedure for new students on their first Monday is largely conducted personally by the school director. There is a student agreement setting out a code of conduct and they are introduced to student services managers and staff. Any under 18s are introduced to the designated safeguarding lead (DSL), who arranges to meet them later on. Any special needs are usually identified before arrival. A '*BSC Pocketpal'* version of the full student handbook, available on the *MyBSC* online platform, is included in their welcome packs. *MyBSC* presents a wide range of additional information and advice. Account is taken of religious observance.

W3 The student services/welfare officer, who has been in post for nearly ten years, is clearly identified at students' induction and on notices. She is easily accessible at reception and has access to a convenient room for private discussions.

W4 The policy and procedures for dealing with abusive behaviour are known to all students and staff. The need to respect others is made clear at induction, in the student agreement and student handbooks and on noticeboards. However, some of the language on the notices is difficult for many less advanced students to understand.

W5 The emergency contact number is given in the pre-arrival welcome letter, the *BSC Pocketpal*, the *MyBSC* online platform and again at induction, when students are advised to enter the number into their phones. The emergency phone is managed by student services staff, on a weekly rota.

W7 New students' induction includes a slide presentation of information about the school staff, the timetable, personal safety, the complaints procedure and an invitation to a cream tea. The student *Pocketpal* handbook and the Reception section of the *MyBSC* online platform present a comprehensive range of relevant advice including information about London, personal safety and care of valuables, healthcare, contacting the police, finding a job and banking.

W8 Students are given general advice about healthcare at induction and in *BSC Pocketpal*, and more detailed information, including their rights to treatment through the NHS, in the Welfare section of the *MyBSC* online platform.

Accommodation profile

Comments on the accommodation seen by the inspectors

The inspector visited two standard homestays and a student house, accompanied by the accommodation officer. Due to shortage of time, he did not visit either of the student residences in use, but both are regularly used by other

accredited providers. One of the homestays visited, in E18, was managed directly by the school. The other, in NW10, was arranged through an unregistered agency, which has provided the school with very satisfactory homestays over several years. The inspector had previously interviewed the agency owner on the telephone, and had a meeting with her at the homestay after his inspection and meeting with the host.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☐	☐
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☒	☐	☐	☒	☐
W13 Information in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W12 The school's registers for the accommodation it arranges directly are accurate, comprehensive and up to date. However, although the unregistered agency's contract with its homestay hosts specifies the need for Gas Safe certificates, the agency could not produce evidence that it routinely checks they have been completed. Similarly, although its contract with hosts specifies that hosts fit smoke detectors and explain evacuation procedures to their students, the agency could not produce evidence that hosts were conducting regular fire risk assessments.
W14 The accommodation officer is introduced to students during their first-day tour of the premises. After testing, they complete a paper first-day questionnaire which asks them to rate various aspects of their accommodation. (At the same session they also provide details of next of kin, any medical problems and complete a student contract.) The completed first-day questionnaires are seen by relevant staff by the end of the morning and, where necessary, acted upon. Satisfaction with accommodation is also monitored through tutorials and students' ready access to student services staff.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☐	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☒	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W17 The school's 'Homestay agreement' and other documents clearly specify all the rules, terms and conditions, and the services required.
W18 Unless otherwise requested, students are accommodated in single rooms.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☐	☐
W23 Health	☐	☒	☐	☐	☐

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☒	☒	☐
W25 Other accommodation	☐	☒	N/a	☐	☐

Comments
W24 The school issues students seeking to rent their own accommodation with an excellent four-page leaflet '*Advice for renting private accommodation'* which is practical, comprehensive and clear. Students services staff will provide help where requested.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☐	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☒

Comments
W26 The provision of appropriate information about and access to social, cultural and sporting events and activities is very good. There is an up-to-date leisure programme noticeboard, an 'Events' section on the *MyBSC* online platform and tourist information leaflets on display in reception. On most weekdays the school organises on and off-site activities, and there are weekend trips arranged by student travel agencies. The welfare officer and social organiser goes round classrooms at the start of the school's week explaining what activities are available and also informing the students of any events in London that may be of interest. For EU citizens there is a Jobs Club every other week which helps them with interview techniques and preparing CVs if they want to find part-time jobs.
W27 Activity leaders are given briefing notes before the activity, and hold a pre-activity meeting with the students.
W28 The school's own activities are led by the social organiser and/or teachers with experience in leading activities. Leaders, where appropriate, have first aid training and ensure that participants have the school's emergency number. Lists of participants identify any under 18s.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and leisure activities are well met. The management of the school's own accommodation systems works to the benefit of its students. One of the accommodation agencies it uses needs to improve its record keeping. However, the standard of all the accommodation the school provides is satisfactory and its students' satisfaction is effectively monitored and, where necessary, responded to. *Care of students* is an area of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☒	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment procedures	☐	☒	N/a	☐	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments
Until the start of 2017, British Study Centres had planned for BSC London Central to accept students aged only 18 and over. At that time it was decided to lower the minimum age to 16, but the number of under 18s is very small: two at the time of this inspection rising to an estimated peak of 20 students in the summer holidays.
C1 Safeguarding is identified as a priority for the whole group, and a group safeguarding lead has been appointed. At London Central, there is a designated safeguarding lead (DSL) and a deputy (DDSL). The school's safeguarding policy is comprehensive, up to date and includes a date for review.
C2 All staff have attended face-to-face safeguarding training sessions, conducted by the DSL. The DSL and DDSL have both had specialist-level training. A further member of staff has advanced training.
C3 A suitable description of the level of care and support for under 18s is given on the website under 'Student welfare'. Parents or guardians of under 18s are required to sign a parental consent form before the student enrols that agrees to the student following a course of study designed for adult students and specifying the additional rules that apply to under 18s.
C5 Under 18s are not allowed to participate in certain leisure programme activities.
C6 Under 18s have a welfare briefing from the DSL at at start of their course. At this the DSL explains her role and the rules that apply to the under 18s. However, there is an inconsistency in the curfew times for under 18s stated in the safeguarding, student welfare and parental consent documents and in two documents issued to homestay hosts. The latter should be aligned to give the 22.00 curfew specified in the former.
C7 The school uses an agency registered with the British Council to provided homestay accommodation for under 18s.

Care of under 18s summary

The provision meets the section standard. There is an appropriate provision for the safeguarding of students under the age of 18 within the school and in any leisure activities and accommodation provided.